

*The preservice teacher
knows the discipline...*

Foreign Language Education
(Kindergarten - Grade 12)

Introduction

The following competencies are intended to clarify Standard 1.2.1.1, “. . . knows the discipline,” in the Missouri Standards for Teacher Education Programs MoSTEP process. The competencies are firmly rooted in the profession’s best knowledge and practices. They are drawn from the American Council on the Teaching of Foreign Language, Inc. Proficiency Guidelines and the Standards for Foreign Language Learning: Preparing for the 21st Century, National Standards in Foreign Language Education, a collaborative project of ACTFL¹, AATF², AATG³, & AATSP⁴. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers.

Minimal skill levels center on those topics that are related to candidates’ own personal backgrounds, activities, and interests, rather than technical or esoteric themes. Knowledge of the linguistic elements of the language is a necessary but insufficient criterion for successful communication. Candidates must also achieve these minimal performance levels while ensuring both knowledge of and/or competency in cultural aspects of language study. All three areas are closely interrelated.

Teacher training institutions must provide opportunities for candidates to use and/or interpret a variety of forms of discourse, such as letters, poetry, essays, and signs. Additionally, terminology commonly used among foreign language professionals must be learned, including “morphology,” “syntax,” “lexicon,” “register,” etc.

The competencies are intended to apply to teachers of the commonly taught, as well as the less commonly taught languages. They are also intended to apply to the teachers of the classic languages in which case the speaking and listening proficiencies are not applicable.

Therefore, the following competencies are presented to ensure that candidates use the language to communicate successfully as if in culturally authentic situations; that is, knowing how, when, and why to communicate what to whom.

The Foreign Language competencies have been developed to correlate with the following documents:

Missouri’s Show-Me Standards abbreviated as:

CA 1,4 = Communication Arts section, statements 1 and 4

FA = Fine Arts section

SS = Social Studies section

Standards for Foreign Language Learning: Preparing for the 21st Century, National Standards in Foreign Language Education, a collaborative project of ACTFL, AATF, AATG, & AATSP abbreviated as:

ACTFL 2.2 = Standard 2.2 of the National Standards in Foreign Language Education

Cross reference to Missouri’s minimum requirements for certification is not necessary because these requirements are based on total semester hours completed in the language.

¹ American Council on the Teaching of Foreign Languages

² American Association of Teachers of French

³ American Association of Teachers of German

⁴ American Association of Teachers of Spanish and Portuguese

The beginning (preservice) foreign language teacher will demonstrate a knowledge of and/or competency in the following areas of study:

1. Linguistic Elements	<ul style="list-style-type: none"> · Pronunciation and intonation (phonology); · Grammar (morphology and syntax); (CA 1; ACTFL 4.1) · Forms of discourse; (CA 2, 4, 5, 6, 7; ACTFL 1.2, 1.3, 3.2, 4.1) · Vocabulary to satisfy a variety of everyday situations; and (CA 1, 7; FA 3; ACTFL 3.2) · Socially appropriate forms of communication (sociolinguistics). (CA 1, 7; ACTFL 3.2)
2. Proficiency Listening* Speaking* Reading Writing	<ol style="list-style-type: none"> 1. Grasps main ideas and some details from paragraph-length utterances involving personal interests, activities, background, and needs, in order to make appropriate responses, in the past, present, and future; (ACTFL 1.1) <p>Initiates, sustains, and brings to closure conversation (e.g. statements and questions) in a variety of contexts and on a variety of topics (e.g. personal needs, social conversations, and everyday tasks) with some control over past and future; (CA 6; ACTFL 1.1, 1.3)</p> <p>Demonstrates ability to comprehend the main ideas and some details of a variety of authentic materials (e.g. news items, social notices, and literary texts); and (CA 2, 3; SS 7; ACTFL 1.2, 3.2)</p> <p>Demonstrates formal and informal writing skills with considerable control over present, past, and future, while exhibiting sufficient accuracy and clarity to be understood by educated readers of the language. (CA 1, 4; ACTFL 1.3)</p>
3. Culture	<ol style="list-style-type: none"> 1. The target cultures in their geographical and historical contexts including the perspectives (attitudes, values, and ideas), practices (patterns of social interaction), and products (institutions and artistic endeavors). (CA 5, 7; FA 1-5; SS 1-7; ACTFL 2.1-2, 3.1-2, 4.2)

**Classical languages excluded*

Development Committee

1. Leon Book, Southeast Missouri State University
2. Joe DeLuca, Parkway School District
3. Mary Fry, Taft Center, Springfield R-XII School District
4. Kenneth Gordon, Central Missouri State University
5. Bob Headrick, Parkway School District
6. Christine Lee, parent/community member, Kansas City, Missouri
7. Carrol Lund, Kickapoo High School, Springfield R-XII School District
8. Linda Pickle, Westminster College
9. Rosa Stein, Park Hill School District
10. Dorie Vittetoe, Marquette High School, Rockwood R-VI School District
11. Eldon Wahlers, Central Methodist College
12. Kathy Watts, College of the Ozarks
13. Maryann Webber, Missouri Southern State College

Development Committee

American Council on the Teaching of Foreign Languages, Inc. Proficiency Guidelines, February 1989.

Certification Requirements, Foreign Language, grades Kindergarten-12, Missouri State Board of Education, effective 1984.

Handbook for Continuing Accreditation Visits, National Council for Accreditation of Teacher Education-NCATE, February 1994.

Missouri's Frameworks for Curriculum Development, Missouri Department of Elementary and Secondary Education, 1996.

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, Interstate New Teacher Assessment and Support Consortium-INTASC, Sponsored by the Council of Chief State School Officers.

New Standards for Teacher Education Programs in Missouri-NSTEP for Institutions Seeking Continuing Approval of Teacher Education Programs (draft 2/96).

Next Steps: Moving Toward Performance Based Licensing in Teaching, Interstate New Teacher Assessment and Support Consortium-INTASC.

The PRAXIS Series, Professional Assessments for Beginning Teachers, Educational Testing Service, July 1994. Specialty area test descriptions.

Redesign of licensure of Kansas educators, Kansas State Board of Education, February 1996.

"The Show-Me Standards," Missouri Department of Elementary and Secondary Education.

Standards for Foreign Language Learning: Preparing for the 21st Century, National Standards in Foreign Language Education, a collaborative project of ACTFL, AATF, AATG, & AATSP.